

Standard USHC-6: The student will demonstrate an understanding of foreign developments that contributed to the United States' emergence as a world power in the twentieth century.

USHC-6.2 Explain the influence of the Spanish-American War on the emergence of the United States as a world power, including reasons for America's declaring war on Spain, United States interests and expansion in the South Pacific, debates between pro- and anti-imperialists over annexation of the Philippines, and changing worldwide perceptions of the United States. (H, G, E)

Taxonomy Level: 2B Understand/ Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War (5-3.6).

In 7th grade, students explained the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power (7-4.3).

In Global Studies students compared the political actions of European, Asian, and African nations in the era of imperial expansion (GS – 4.5).

It is essential for the students to know:

The involvement of the United States in the **Spanish-American War** marked America's **emergence as a world power**. There were many **reasons for the United States to declare war** on Spain. Pressures from domestic tensions at home and expanding capitalism (USHC 6.1) pushed Americans to find new markets. The humanitarian desire to support the rights of Cubans against an oppressive Spanish regime contributed to the United States' involvement in the war. The push for increased naval power [Alfred Thayer Mahan] also contributed to the United States' entry into the war and the expanded navy helped to prepare America for involvement world-wide. Yellow journalism, exacerbated by the explosion of the U.S.S. Maine in Havana's Harbor and the publication of the DeLome letter, led to a public outcry for American involvement. President McKinley asked Congress for a declaration of war in response to all of these pressures.

The initial result of the war declaration was expansion of the **United States in the South Pacific** with the annexation of Hawaii and the capture of Manila Harbor in the Philippines. Both of these islands offered the United States a convenient fueling stop on the way to the markets of the Far East. The **Anti-Imperialists** argued against annexation of the Philippines on the grounds that the Filipinos could never be incorporated into the union. McKinley argued that it was an American responsibility to govern the Filipinos who were incapable of governing themselves. Social Darwinism and racial prejudices played a role in both of these arguments and found a domestic counterpart in the passage of the Jim Crow laws and restrictions on voting for African Americans. The treaty ending the war recognized United States' ownership of the Philippines, Guam, Puerto Rico and United States' control of Cuba. With the acquisition of new lands came the struggle to govern these areas. The United States soon faced armed resistance in the Philippines. The United States Supreme Court ruled in several cases [known collectively as the Insular cases] that Constitution does *not* follow the flag so subject peoples did not have the same rights as citizens of the United States. The **perception of the United States** among subject peoples therefore changed from a champion of liberty to a colonial power.

It is not essential for the students to know:

Students do not need to remember the political controversies in Cuba, the role of Jose Marti, the abusive actions of the Spanish government towards the Cuban rebels or the pledge by Spain that they would change that policy in response to American objections. They do not need to know details about the competition between Hearst and Pulitzer over the newspaper market in New York City that led to the sensationalism of yellow journalism. They do not need to know the extent to which President McKinley agonized over the decision to go to war and was impacted by public opinion. They do not need to know about the actual strategies of the war, the shortages of supplies or the impact of disease, or the role of the Rough Riders under Teddy Roosevelt. They do not need to know about the role of Teddy Roosevelt as the Under Secretary of War to position Admiral Dewey's fleet to take Manila at the outbreak of the war nor about the role of Filipino Emilio Aguinaldo as an early ally of the American 'liberators' and as the leader of the resistance movement against United States control of the Philippines.

Assessment guidelines:

Appropriate assessments will require students to **explain** the influence of the Spanish-American War on the emergence of the United States as a world power and **summarize** the reasons for United States' declaration of war on Spain. They should be able to **compare** pro- and anti-imperialists arguments over annexation of the Philippines. They should be able to **interpret** maps and political cartoons to infer their relationship to information about the time period. Students should be able to **infer** the impact of American actions on worldwide perception.